

ABSTRAK

METODE PEMBELAJARAN TEKNIK VOKAL ARTIKULASI DI *HARDMAN MUSIC COURSE* BANDAR LAMPUNG

Oleh

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Penelitian ini bertujuan untuk mendeskripsikan proses pembelajaran teknik vokal artikulasi di Hardman Music Course Bandar Lampung serta menganalisisnya berdasarkan teori kognitif Jean Piaget dan konsep proses pembelajaran menurut Setiawan. Penelitian ini menggunakan metode kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa proses pembelajaran dilaksanakan melalui tiga tahapan, yaitu perencanaan, pelaksanaan, dan evaluasi, dimana instruktur menyiapkan materi, metode, dan media secara sistematis, melaksanakan pembelajaran melalui metode ceramah, demonstrasi, dan drill yang menekankan praktik langsung seperti vokalisasi, pengucapan huruf vokal, konsonan, dan diftong, serta memberikan evaluasi berupa penilaian dan umpan balik kepada peserta didik. Selain itu, proses pembelajaran juga menunjukkan adanya perkembangan kognitif peserta didik melalui proses asimilasi, akomodasi, dan ekuilibrasi, sehingga peserta didik tidak hanya meningkatkan keterampilan bernyanyi, tetapi juga mengembangkan kemampuan berpikir dan pemahaman secara lebih mendalam.

Kata kunci: Pembelajaran Vokal, Teknik Artikulasi, Teori Kognitif, Proses Pembelajaran.

ABSTRACT

THE LEARNING METHODS OF VOCAL ARTICULATION TECHNIQUES AT HARDMAN MUSIC COURSE BANDAR LAMPUNG

By

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This study aims to describe the learning process of vocal articulation techniques at Hardman Music Course Bandar Lampung and analyze it based on the cognitive theory of Jean Piaget and the learning process concept proposed by Setiawan. This research employs a qualitative method with data collection techniques including observation, interviews, and documentation. The results show that the learning process is carried out through three stages: planning, implementation, and evaluation, where the instructor systematically prepares materials, methods, and learning media, implements learning through lecture, demonstration, and drill methods that emphasize direct practice such as vocalizing and pronunciation of vowels, consonants, and diphthongs, and provides evaluation in the form of assessment and feedback to students. In addition, the learning process also indicates students' cognitive development through the processes of assimilation, accommodation, and equilibration, so that students not only improve their singing skills but also develop their thinking abilities and deeper understanding.

Keywords: *Vocal Learning, Articulation Technique, Cognitive Theory, Learning Process.*